CONNECTICUT STATE DEPARTMENT OF EDUCATION

EDUCATIONAL TECHNOLOGY PLAN TEMPLATE

July 1, 2009 – June 30, 2012

ED 616

Section 254(h)(1)(B), of the Telecommunications Act of 1996, and FCC Order 97-157, Paragraph 573
Elementary and Secondary Education Act (ESEA) 20 U.S.C. § 6777

Cover Page
EDUCATIONAL TECHNOLOGY PLAN – July 1, 2009-June 30, 2012

District/Agency:	Mansfield Public Schools
District Code:	049
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Name of Superintendent:	Superintendent Frederick Baruzzi
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Signature of Superintendent:		Date:
Date Submitted to Board of Education:	5/7/2009
Date Approved by Board of Education:	5/7/2009

For RESC/SDE Use Only:

RESC Regional Reviewer:		Date:
RESC Recommendation for Approval:	Yes / No / Conditional	Date:
CSDE Authorization:		Date:

Technology Plan Preparation Check-Off Page

The submitted plan has the following:

- □ Cover Page

- □ Technology Plan Preparation Check-Off Page

- □ LEA Federal Grant Program Compliance Form

- □ LEA Profile

- □ Technology Planning Committee

- □ Vision Statement

- □ Needs Assessment

- □ Goal 1

- □ Goal 2

- □ Goal 3

- □ Goal 4

- □ Goal 5

- □ Goal 6

- □ Goal 7

- □ Technology Funding Sources and Costs

- □ Children's Internet Protection Act (CIPA) Certification

- □ Optional Reporting

(Superintendent Frederick Baruzzi)

Signature of Authorized LEA Agent   Date

Mansfield Public School District
Local Education Agency (LEA) submitting this plan.

Developing a comprehensive technology plan based on the educational goals of the school system will ensure that the most appropriate technologies are effectively infused into your instructional and/or administrative programs. Thorough planning also ensures that all parties have equitable access and achieve the greatest benefit from routine use of educational technology. The comprehensive technology plan should demonstrate clear targets for technology use, spell out desired goals for learners, create visions for future directions, build "buy-in" from stakeholders, and demonstrate to those who might provide funding that a district or charter holder is ready to act.

School districts, consortia or charter schools (LEAs) who apply for technology funding through any Federal grant program are required to have developed a comprehensive, three-year plan, which outlines how the agency intends to utilize and integrate educational technology.

The applying agency (check all that apply)

XX___   is compliant with the provisions of the Children's Internet Protection Act (CIPA) [20 U.S.C. § 6777]

_____   will be CIPA compliant by this date. _____

XX___   has applied for E-Rate Funding for FY 2008.

The LEA's comprehensive technology plan must be approved by the local board of education.

Date the plan was approved: 5/7/2009_____

OR

Date the plan is to be submitted for board approval: _____

Certified by:

_____   _____
Signature of Superintendent or Director   Date

Superintendent Frederick Baruzzi_____
Printed Name of Superintendent or Director

LEA Profile

This information should provide a "snapshot" of your district and help planners and reviewers to understand areas of need. This information will also assist the CSDE to establish priorities in the provision of resources to districts. The CSDE is particularly interested in the capability that each LEA has to access resources that will be placed onto the Connecticut Education Network (CEN). The new questions about technological literacy and professional development are asked as a result of additional federal reporting requirements.

LEA NAME:	
How many Grade 8 students were evaluated for technological literacy, based on your district's standards, during the 2007-08 school year?	150
Based on that evaluation, how many of those students were considered technologically literate?	100%
How many hours of technology related professional development were offered to certified educators in 2007-08? *(Include workshop hours that are offered to all of your educators-both teachers and administrators. These sessions may be online and may include full-day or partial-day sessions provided by RESC personnel. Although both mentoring and coaching are considered very effective methods of offering pd, do not include any of those hours.)*	142
How many hours of technology related professional development were offered to administrators in 2007-08? *(Count only those pd hours offered specifically for administrators.)*	20.5
What fraction of your certified staff in Grades K-8 does your district consider technologically literate? *(Do not reduce the fraction to lowest terms; the fraction's denominator should reflect the actual number of professional K-8 staff. For example, if out of 120 certified staff, 110 are considered technologically literate-the answer would be 110/120.)*	100%
What fraction of your certified staff in Grades 9-12 does your district consider technologically literate? *(Do not reduce the fraction to lowest term. The fraction's denominator should reflect the actual number of professional 9-12 staff.)*	N/A

When filling out the table below, please consider the following conditions: ▪ the number and percentage of each grade level of students that can have high-speed internet access at the same time; ▪ that students are grouped in clusters of no more than thirty and no less than ten*; and* ▪ that students remain in their own school.	
Maximum number of Grade 4 students who could be accommodated under the above conditions.	45
Percentage of Grade 4 students who could be accommodated under the above conditions (number accommodated/total number of Grade 4 students).	37%
Maximum number of Grade 6 students who could be accommodated under the above conditions.	65
Percentage of Grade 6 students who could be accommodated under the above conditions (number accommodated/total number of Grade 6 students).	42%
Maximum number of Grade 8 students who could be accommodated under these conditions.	65
Percentage of Grade 8 students who could be accommodated under the above conditions (number accommodated/total number of Grade 8 students).	35%
Maximum number of Grade 10 students who could be accommodated under the above conditions.	N/A
Percentage of Grade 10 students who could be accommodated under the above conditions (number accommodated/total number of Grade 10 students).	N/A

TECHNOLOGY PLANNING COMMITTEE

The Technology Planning Committee should represent all stakeholders. Development of the technology plan and implementation of the plan should enable parents, educators, students and community members to benefit from the investment in technology and all should have representation on the committee.

The Committee must:
- o *write a description of the technology committee's role in developing, implementing and evaluating the technology plan. This description should include how committee members were selected and the role each is expected to play. Tentative plans for scheduling meetings for the next school year should also be included;*
- o *describe the evaluation strategies (e.g., interviews, questionnaires, classroom observations, teacher-driven action research projects, analysis of student products or scores) that will be used to provide the data needed to address your evaluation questions;*
- o *create the LEA's technology vision statement; and*
- o *develop a technology needs assessment.*

The Mansfield Public Schools have had a Technology Planning Committee for the past thirteen years. The Committee's formal name is, "The Mansfield Public Schools District Technology Committee." The Committee's membership includes classroom teachers, the building Technology Coordinators, the District Library Media Specialist, certain school administrators, the District Information Technology Director, the Superintendent of Schools, and a member of the Board of Education. Each member's role includes contributing to meeting discussions, evaluating progress on implementing technology and the technology plan, and assisting with the implementation of technology and the technology plan. Additionally, the Superintendent and Information Technology Director also serve as Co-Chairs of the Committee and are responsible for taking and distribution of the minutes, chairing the meetings, and organizing the Committee.

The recruitment of the membership of the Committee is facilitated by the Co-Chairs of the Committee (the Superintendent and the Information Technology Director) and purposely includes representation from both the elementary and middle grades and from different classroom, technology, and administrative positions in the District. Membership is voluntary and all staff members are invited for consideration. The specific names and titles of the members are listed below.

Member	Title	Constituency Represented
Donna Koropatkin	Teacher	Mansfield Middle School
Doug Perkins	Teacher	Mansfield Middle School
Fred Baruzzi	Superintendent	Mansfield Public Schools
Jaime Russell	IT Director	Mansfield Public Schools
James Griffith	Technology Coordinator	Mansfield Middle School
James Hendricks	Teacher	Southeast Elementary School
Jeff Cryan	Principal	Mansfield Middle School
Jon Hand	Teacher	Mansfield Middle School
Linda Duckstein	Special Education Teacher	Annie E. Vinton School
Linda Robinson	Library Media Specialist	Mansfield Public Schools

Mary Feathers	Chairperson	Mansfield Board of Education Member
Melissa Szych	Teacher	Mansfield Middle School
Monique Brown	Teacher	Southeast Elementary School
Rachel Leclerc	Director of Special Education	Mansfield Public Schools
Steve Sokoloski	Technology Coordinator	Mansfield Elementary Schools
Jennifer Zugarzo	Teacher	Annie E. Vinton School and Mansfield Middle School

Additionally, there is a Community Development and Review Committee that allows us to seek even wider community input for the most critical item. Membership is below:

Community Development and Review Committee:		
Sue Audette	Community Member	Mansfield
Louise Bailey	Director	Mansfield Town Library
Barbara Hunter	Teacher	Mansfield Middle School
Lynette Braunhardt	Teacher	Lebanon Middle School
Monique Brown	Teacher and Parent	Southeast Elementary School
Nancy Cantara	Teacher	Goodwin Elementary School
Kathleen Dinan	Community Member	Mansfield
Norma Fisher-Doiron	Principal	Southeast Elementary School
Carole Iwanicki	Community Member	Mansfield
Paul Kobulnicky	Director of UCONN Libraries	UCONN
Ann Kouatly	Librarian	Windham High School
Jim Palmer	Principal	Vinton Elementary School
Edwin Passmore	Community Member	Mansfield
Carol Phelps	Teacher	Vinton Elementary School
Terry Plum	Librarian	UCONN Library
Anne Rash	Community Member	Mansfield
Chauncy Rucker	Professor of Education	UCONN
Peter Salesses	Community Member	Mansfield
Richard Sawyer	Community Member	Mansfield
Gordon Schimmel	Former Superintendent	Mansfield Public Schools
Judy Shay	Reading/Language Arts Consultant	Mansfield Public Schools

Bill Simpson	Community Member	Mansfield
Cheryl Stevens	Community Member and Parent	Mansfield
Laura Toffenetti	Former Resident	Mansfield
Dale Truman	Community Member	Mansfield
Mary Truxaw	Assistant Professor	UCONN
Michael Young	Associate Professor	UCONN

The Committee schedules one meeting per month during the school year. The meetings are scheduled for the last Thursday of each month and may be cancelled in the event of a school vacation or scheduling conflict. The District typically uses video conferencing so that there is one room in each school building from which members can attend and participate in the meeting. In some cases, the Committee will choose to meet only in one location without video conferencing if the meeting's agenda is better served by meeting with everyone physically in the same room. All of the aforementioned scheduling and logistics will continue for the next school year.

The Committee's role for the Technology Plan is to support the drafting, implementation, and evaluation of the plan. Specifically, all Committee members have draft copies for review and input so that they may contribute to the revising of the plan and Committee meeting time is used to discuss revisions and make input decisions. Additionally, the Committee members contribute time to promoting implementation of technology and being an advocate with their respective colleagues and buildings. Finally, the Committee evaluates the success of technology through evaluation strategies that include observation of students, interaction with staff, and the Needs Assessment tasks (see the Needs Assessment section of this document for further specifics).

A vision statement expresses thoughts about what the LEA's future technology-rich educational environment will look like. It should be written in broad terms and guide the development of the technology plan.

Mansfield Public Schools
Technology Plan

This technology plan serves as a touchstone for continued technology planning in the Mansfield Public Schools. Planning is an ongoing process, and this document will require continuous monitoring and evaluation. This plan reflects our commitment to the use of technology for student and teacher learning. The realization of this vision will largely depend upon the level of Mansfield's on-going financial commitment to technological development.

It is essential that all students in the Mansfield Public Schools learn to use technologies as powerful, versatile tools for enhancing their learning and creative expression across disciplines. We will promote excellence among students and teachers in the following ways:

- **Students will become a community of learners using technology.**

Students will focus on meaningful knowledge and learning by connecting the classroom to the world via computer-based telecommunications, distance learning, and other interactive media. Encouraging the participation of parents, businesses, schools and colleges, libraries, and other community partners in the learning process will strengthen cooperation among students, teachers, and the community at large. Students will obtain wisdom and judgment in using technology, preparing them for responsible, productive citizenship and further learning.

- **Students, teachers, and staff members will become information literate.**

Technology has been a catalyst in increasing the amount of information available and the way that information is accessed. Schools will help students, teachers, and staff develop strategies to effectively access, evaluate, and synthesize information resources. This is the basis for authentic learning in modern education.

- **Teachers and staff members will become active learners using technology.**

Working together, teachers and staff will continually extend their professional skills and knowledge as described in the Connecticut Teacher and Administrator Standards (see online Appendices). Through readings, course work, conferences, and telecommunications with colleagues, they will gain access to information in their fields and identify new strategies to improve student learning. A corps of experts from education and the private sector will help train and support teachers using technology in their classrooms.

- **Instruction will engage students by addressing their goals and interests.**

Schools will encourage an atmosphere that celebrates student work. Students will acquire deep understanding of important subject matter by using technology to access vast repositories of information. Schools, transformed into technology-based learning centers, will offer equitable access to students, their families and the community at large.

- **Technology will enhance administrative efficiency.**

Mansfield educators and staff members will increase internal school communication and professional dialogue, thereby decreasing isolation. Effective use of human resources in the administration of pupils, staff, budget, and programs will increase efficiency. Technology will reduce mundane clerical tasks, allowing teachers to focus on educating children. Technology will facilitate coordination among the Mansfield Public Schools and other town agencies, Region 19, and other educational institutions.

- **Technology will improve assessment.**

The use of technology will enhance the assessment of student learning and instructional programs. Using computers to collect and analyze student work will afford timely and meaningful evaluation, as assessment becomes an on-going part of the instructional process.

Consistent with these key elements of our vision, the Mansfield Public Schools endorse the recently articulated state and national standards and guidelines for educational uses of technology developed by federal and state government agencies and commissions. Taken together with locally developed policies, they serve as foundation documents to our plan. These documents are included as Appendices. In keeping with our desire to model best uses of technology these Appendices are available online at the following web page: http://mansfieldct.org/schools/mms/district/tecplan.htm

NEEDS ASSESSMENT

In this section you are to assess and describe your LEA's **current technology status** in five categories: curriculum integration, professional development, equitable use of technology, infrastructure and telecommunications services, and administrative needs.

Curriculum Integration
  - *When evaluating your needs, consider:*
    - *current curriculum strengths and weaknesses and the process used to determine these strengths and weaknesses;*
    - *how curriculum strategies are aligned to state standards;*
    - *the current procedures for using technology to address any perceived curriculum weaknesses;*
    - *how teachers integrate technology into their lessons - including ways technology is presently used for entire classroom and for small group instruction; and*
    - *how students use technology - including ways students presently use technology for purposes beyond practice of skills.*

  - The District is committed to integrating technology into instruction. A significant strength for our District is the fact that technology instruction is a part of all curricular areas and is not a "stand-alone" content area. Students develop their computer proficiency in all classes, which aids students in seeing technology as a genuine learning tool. This approach also allows all staff to participate in technology integration. Another strength is our classes use technology in a variety of settings. Computer labs and laptops support one-to-one computer use, individual computers provide access within classrooms, and large-screen projection devices allow for whole-class instruction. A third strength is our integration of a variety of software packages into student learning. All students use a common suite of software to support learning that includes Microsoft Office and the Internet. Additionally, our technology coordinators and classroom teachers identify content-specific software that supports individual subject areas. A final strength is the frequency with which students use technology as an interdisciplinary tool. Teachers regularly design

lessons that require students to use technology to complete projects and assignments involving multiple subject areas. The primary weakness we are currently addressing is how to better ensure that our limited technology resources are available to each classroom at the best time to meet curricular objectives and student learning. Staff surveys, team meetings, professional development activities, and technology steering committee meetings. provide a process for assessing our strengths and weakness in curriculum integration.

- The Mansfield Public Schools have aligned local goals and objectives to the Connecticut state frameworks. Every five years, each of our curriculum areas completes major reviews of the curriculum. Additionally, the District's technology learning objectives for students are aligned to the Connecticut Prekindergarten through Grade 12 Computer Technology Competency Standards for Students.
- Technology is used to address curriculum through three primary means. First, our curricular areas are in the process of putting their curriculum charts in electronic format to facilitate collaboration and revisions. This includes our technology learning objectives for students, which are available to all staff in electronic format. Second, teachers use electronic mail and shared network folders to collaborate on curriculum. Finally, our faculty uses online resources to support curriculum revisions and address weaknesses.
- Teachers regularly integrate technology into their lessons. One method that our faculty employs is to teach research skills using the Internet and online databases. Another example is our teachers provide math instruction using function and graphing capabilities in spreadsheets. A third method is the use of word processing software to support instruction in editing, grammar, and writing. A fourth example is the use of multimedia presentation and visual mapping software and projectors / monitors for delivering information to the whole class in a manner that addresses multiple senses. A fifth example is our teachers show students a variety of perspectives and sources when studying content by providing students with global materials accessed from the Internet. A sixth method is the use of collaboration software such as video-conferencing, online discussion groups to deliver both synchronous and asynchronous learning. A final example is using multimedia and online tools to foster experiential, exploratory, and creative learning and problem solving.
- Our students frequently use technology for learning. One method our students use is editing and revising their writing with word processing software to further develop their written thoughts and refine their writing and grammar skills. Another example is using multimedia software to present their ideas in a synthesized manner to both small groups and large audiences. A third method is developing their analytical skills by examining data using spreadsheets and databases. A fourth example is completing research projects by gathering online resources from across the globe that broadens their access to sources of information and different perspectives. A fifth method is the use of visual mapping software to organize their notes or ideas to support individual learning. A final example is the use of simulation software to experience the decision making process and explore the outcomes caused by different personal choices.

Professional Development
- *When evaluating your needs, consider:*
  - *the process the LEA uses for assessing the technology professional development needs of teachers, administrators and noncertified staff;*
  - *the technology professional development activities that have been offered to teachers; and*
  - *how the effectiveness of the professional development activities will be assessed.*

- The District monitors staff technology literacy by CEU records, formal and informal observations by school administrators, and observed performance in technology-related training activities. The Professional Development Committee and Administrative Council reviews feedback and results from staff surveys, assessments, and technology professional development activities to monitor staff technology literacy.
- Technology professional development is offered within District and outside of the District. This professional development is often integrated with larger curricular and training goals. Some examples include:
  - On-site coaching for the usage of the preK-4 database by EASTCONN staff.
  - On-site training for the usage of the 5-8 student database by Weidenhammer Systems Support.

- Participation in the Intel Training for educational leadership in technology.
- District-wide two partial-day computer training for paraprofessional staff covering aspects of various software applications as well as SMART Boards and Document Cameras.
- Selected certified staff participates in technology training conferences including CECA, MassCue, and Classroom Connect.
- Selected certified staff participates in the EASTCONN Technology Council.
- The District includes many technology professional development sessions in its Fall and Winter professional development strands. Topics have included SMART Boards, Discovery Streaming, Podcasting, Web 2.0 tools, Webpage Creation, PhotoStory, Blogging, Quia, online research, and more.
- The District provides access to on-line computer self-help resources.
- SMART Document camera training for math teachers in grades 1 – 5 to support the implementation of the new elementary math program.
- Assistive technology training.
- Local training by on-staff computer technology coordinators for certified and non-certified staff. Topics have included teacher digital cameras and scanners, creating documents with Microsoft Office, Inspiration visual mapping software, spreadsheets and databases, and using online resources.

o Professional development activities are often followed by a survey of participants to measure the activity's effectiveness. Additionally, we have used performance assessments and self-assessments to measure participants' level of achievement.

Equitable Use of Technology
   o *When evaluating your needs, consider:*
      - *the availability of technology to students and staff in the district – all students should have equal access to the technology;*
      - *the amount of time available for the use of technology by students and staff; and*
      - *a description of the types of assistive technology tools that are provided for students with disabilities where necessary/applicable.*

   o The District strives to ensure that technology availability is equitable among all staff and students.
   o On an annual basis, the Administrative Council strives to maintain equity per staff and per student between schools. An example of this commitment is that funding is approximately equally divided between grades preK-4 and grades 5-8.
   o The matrices below lists technology available at all times:

The following matrix outlines the extent that technology is available to staff:

Administrators	Every administrator is assigned a computer workstation and phone extension. The computer workstation is connected to the building LAN, the town WAN, and through that connection the administrator can access the Internet through the CEN. The district supports email and voice mail for all staff. Off campus all staff have access to email via a web interface and the option of full remote access. Additionally administrators have access to student demographic and academic data through centralized student data bases and have access to financial, personnel and Special Education data over the WAN.We have made public and private wireless access available as well in all four schools.
Teachers (pre-school)	Every pre-school teacher's classroom is equipped with two computer workstations, phone extension and video access. The computer workstation is connected to the building LAN, the town WAN, and through that connection the teacher can access the Internet through the CEN. The district supports email and voice mail for all staff. Off campus all staff have access to email via a web interface and the option of full remote access. We have made public and private wireless access available as well in all four schools.

Teachers	Every classroom is equipped with a minimum of two computer workstations, phone extension and video access. Every teacher has access to a primary computer workstation The computer workstation is connected to the building LAN, the town WAN, and through that connection the teacher can access the Internet through the CEN. The district supports email and voice mail for all staff. Off campus all staff have access to email via a web interface and the option of full remote access. We have made public and private wireless access available as well in all four schools. The District has renovated eighty classrooms K-8 to include an interactive whiteboard and projector and has a goal of providing that technology in all instructional spaces.
Non-certified staff	Every classroom is equipped with a minimum of two computer workstations, phone extension and video access. Non-certified staff access computers and voice mail extensions through their primary classroom assignments of centralized locations such as work rooms or libraries. Computer workstations are connected to the building LAN, the town WAN, and through that connection non-certified staff can access the Internet through the CEN. The district supports email and voice mail for all staff. Off campus, all staff have access to email via a web interface. We have made public and private wireless access available as well in all four schools.

The following matrix outlines the extent that technology is available to students:

Students (pre-school)	Every pre-school teacher's classroom is equipped with two computer workstations, phone extension and video access
Students (elementary)	Every classroom is equipped with a minimum of two computer workstations, phone extension and video access. In addition each elementary school supports a 15-20 seat computer lab, a library with on-line card catalog, on-line data bases, connections to the public library and Bibliomation interlibrary system, and intra-district lending.
Students (middle school)	Every classroom is equipped with a minimum of three computer workstations, phone extension and video access. In addition, the middle school supports four 20 - 25 seat computer labs, a library with on-line card catalog, on-line data bases, connections to the public library and Bibliomation interlibrary system, and intra-district lending.
Students (high school)	N/A
Students (with disabilities)	Student with disabilities are accommodated as much as possible in the mainstream instruction areas. Where that is not possible students are supported with a variety of technologies as specified through the IEP process. These include but are not limited to: hearing amplification systems, portable computing devices such as Alphasmart keyboards and laptop computers, specialized software such as Earobics, Write Out Loud and Clicker, and ancillary devices such as communication boards using software such as Board maker.

Infrastructure and Telecommunication
- o *When evaluating your needs, consider:*
  - ▪ *the current technology infrastructure of each school in your district - explaining the type of data and video networking and Internet access that is available;*
  - ▪ *the effectiveness of the present infrastructure and telecommunication services that have been provided by the district; and*
  - ▪ *how E-Rate has allowed the district to improve or increase its technology infrastructure.*

- o The current technology infrastructure of each school includes:
  - ▪ Every instructional and administrative space has CAT-5 or CAT-6 data wiring to support a minimum network connection of 100 Mbps.

- Every instructional space has coax wiring to support connections to local video cable channels at the PreK-4 level and to a school video head-end with local cable access at the 5-8 level.
- The majority of instructional spaces have data projectors and SMART Boards to allow for streaming video visible to an entire classroom.
- Every instructional and administrative space has access to high-speed Internet through the building LAN. Each school has fiber-optic connections to the Connecticut Education Network (CEN).
- Every instructional and administrative space has access to an outside phone connection and voicemail. All staff has access to e-mail accounts.
- The District supports access to quality audio and video conferencing servers.
- The present infrastructure underwent a major upgrade in 2005 and is now very effective in meeting the data, video, and telecommunications needs of the schools. All three of these services are highly reliable with minimal downtime and widespread usage by staff and students.
- The District applies for E-Rate funds annually and effectively uses available E-Rate funds to support the Districts telecommunications and data access. E-Rate funds provide a key portion of the funding to make the aforementioned telecommunications possible.
- A virtual server environment using VMware technology.
- The ability to use a VOIP telephone at each building.

o We use telecommunications and our Internet safety practices to educate minors about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyber bullying awareness and response.

Administrative Needs
o *When evaluating your needs, consider:*
   - *how do administrative (certified and non-certified) staff use technology, including accessing data for decision-making, student information system reporting, communication tools, information gathering, and record keeping; and*
   - *the professional development opportunities that are available to administrative staff.*

o Administrative staff currently access electronic data to assist in decision making, student information system reporting, communication tools, information gathering, and record keeping, in the following ways:
   - Town-wide Email service accessible to users from Outlook or the Internet.
   - The Bibliomation Library System at the Public Library and all School Libraries to track borrowing.
   - Websites for all schools and the Board of Education.
   - Windows operating software and Intel based hardware as the preferred platform for office areas.
   - The Microsoft Office suite of programs as the standard for administrative work and office productivity (Microsoft Word, Excel, Access, and Power Point, Outlook and Internet Explorer).
   - Connections for all school offices to the Town WAN to provide for all office personal with connections to the Internet, Town Finance Services, Personnel Services, and Special Education IEP Services.
   - Pearson administrative software program for student administrative functions at MMS and providing Filemaker Pro databases for preK-4 student information and preK-8 state reporting, physical education data, and reading data.
   - Windows 2003 Advanced Server with Active Directory as the file server operating system for Local Area Networks (LANs).
   - Voicemail at all four schools.
   - Audio and video conference accessible at all four schools.
   - Electronic record keeping and cashiering of Food Services.
   - A video retrieval/distribution system at MMS.

- Facility scheduling/calendaring software.
- Facility Maintenance System.
- Health services record keeping.
- Electronic collection of students' daily x-block choices at the Middle School.
  - o The District provides regular and ongoing professional development opportunities for administrative staff through the District's professional development plan. In recent years, notable examples include:
    - On-site coaching for the usage of the preK-4 database by EASTCONN staff.
    - On-site training for the usage of the 5-8 PowerSchool student database by Pearson.
    - Participation in the Intel Training for educational leadership in technology.
    - Fall and Winter Professional Development Strands with multiple technology offerings.
    - Local technical support and training as needed for administrative staff.
    - Additional technologies available to administrators include remote access to the desktop, VOIP teleconferencing, and wireless access.

PLAN IMPLEMENTATION

LEA Technology Goals and Strategies

The LEA technology plan should be aligned to the State Plan and include the State Goals. The LEA may include any additional goals that apply to their technology plan.

Goal 1: Improve student academic achievement through the use of technology in elementary and secondary schools.

Goal 2: Ensure that all educators are proficient in the use and integration of technology and ongoing professional development activities are provided.

Goal 3: Ensure that all K-12 educational institutions have the capacity, infrastructure, staffing, and equipment to meet academic and business needs for effective and efficient operations.

Goal 4: Ensure that K-12 resources are available for all students, regardless of race, ethnicity, income, geographical location, or disability, so they can become technologically literate by the end of eighth grade and achieve their academic potential.

Goal 5: Develop a continuous process of evaluation and accountability for the use of educational technology as: a teaching and learning tool, a measurement and analysis tool for student achievement, and a fiscal management tool.

Goal 6: Develop a schema of current and future financing requirements to support the LEA's Technology Plan.

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Goal 7: Develop a telecommunications services plan that will support both instructional needs and administrative requirements.

Goal 1: Improve student academic achievement through the use of technology in elementary and secondary schools.

Your plan must:
- o *describe how the LEA will ensure all students have educational opportunities to achieve academic success through proven strategies of researched-based successful practices;*
- o *describe how the LEA will address the National Educational Technology Standards for Students;*
- o *describe how the LEA will provide resources that reflect scientifically-based research and best practices focused on improving student achievement; and*
- o *describe how the LEA will encourage the development and utilization of innovative strategies for the delivery of specialized or rigorous academic courses and curricula through the use of technology. Include any plans to promote technology-based distance learning opportunities to meet the educational needs of those who have limited access to such courses and curricula due to geographical isolation or insufficient resources.*

Objective	Strategy	Accountability Measure	Timeline
1.1 Students will have educational opportunities to achieve academic success through proven strategies of researched-based successful practices.	- The District will continue as a collaborative partner with UCONN as a Professional Development Center for pre-service teachers. - The District will continue as a collaborative partner with UCONN in participating in Confratute. - The District will continue to participate in regional activities such as the EASTCONN Technology Council. - The District will provide access to on-line professional resources to provide access to best practices. - The District will support teacher attendance at technology learning conferences such as CECA, MassCue, Classroom Connect.	- Members of the PDC Committee will continue to report back to certified staff and administrators. - Teachers participating n Confratute will report back to building staff and administrators. - Teachers participating in the EASTCONN Tech Council will report back to the District Tech Council. - Library Media Specialist will inform staff of available resources.	▪ 2009-2012
1.2 Students will meet the Student Computer Technology Standards.	- The District will continue to conduct student technology assessments aligned to *National Educational Technology Standards for Students* through State standards - Students will demonstrate positive digital citizenship including appropriate online behavior, including interacting with other individuals on social networking websites in chat rooms and cyber-bullying awareness and response.	The staff involved in the assessment will report the results of the assessments to the District Technology Steering Committee and discuss observations of student technology use including positive digital citizenship. The District will continue to conduct student technology assessments aligned to *National Educational Technology Standards for Students* through State standards	▪ 2009-2012:

1.3 The LEA will provide resources that reflect scientifically-based research and best practices focused on improving student achievement.	▪ The District will continue as a collaborative partner with UCONN as a Professional Development Center for pre-service teachers. ▪ The District will continue as a collaborative partner with UCONN in participating in Confratute. ▪ The District will continue to participate in regional activities such as the EASTCONN Technology Council. ▪ The District will provide access to on-line professional resources to provide access to best practices. ▪ The District will support teacher attendance at technology learning conferences such as CECA, MassCue, Classroom Connect.	▪ Members of the PDC Committee will continue to report back to certified staff and administrators. ▪ Teachers participating in Confratute will report back to building staff and administrators. ▪ Teachers participating in the EASTCONN Tech Council will report back to the District Tech Council. ▪ Library Media Specialist will inform staff of available resources.	▪ 2009-2012
1.4 The LEA will encourage the development and utilization of innovative strategies for the delivery of specialized or rigorous academic courses and curricula through the use of technology.	▪ The District will develop curricula to support technology based distance learning through the use of intra-district and inter-district video conferencing and online collaboration tools. ▪ The District will subscribe to online databases / websites that deliver specialized or rigorous curricula. Some examples include Discovery Streaming, Study Island, Aleks Math, Rosetta Stone, Read Naturally, RM Math, eSchool Builder, Reading A-Z, Writing A-Z, Raz-Kids, Spelling City, Brain Pop, Quia, VoiceThreads, and WikiSpaces.	▪ The staff involved will review results with building administrators and the District Technology Steering Committee.	▪ 2009-2012

Goal 2: Ensure that all educators are proficient in the use and integration of technology and ongoing professional development activities are provided.

Your plan must:
- o *describe how the LEA will provide all teachers, (including library-media specialists, bilingual and ESL teachers, special and alternative education teachers) non-instructional staff, principals and administrators, incentives to become technologically competent;*
- o *describe how the LEA will monitor staff technological literacy. Indicate how the LEAs monitoring of technological literacy impacts professional development;*
- o *describe how the LEA will provide specific research-based professional development opportunities to all staff; and*
- o *describe how the LEA will provide specific professional development opportunities to all staff that demonstrates the research connecting student achievement and the use of technology.*

Objective	Strategy	Accountability Measure	Timeline
2.1 The LEA will provide all teachers, non-instructional staff, principals and administrators, incentives to become technologically competent.	▪ All certified staff will incorporate technology goals in their professional development plan and administration will seek to provide resources that support these goals. ▪ All certified staff will have the opportunity for formal fall and winter professional development training as well as afterschool and just-in-time as needed informal training and coaching. ▪ Non-certified staff will have the opportunity to attend two half days of formal technology training and benefit from just-in-time as needed informal training and coaching.	▪ Administrators will meet with each certified staff member on a regular basis to review their staff development goals.	▪ 2009-2012: Professional development plans and development of offerings through the Protraxx strand system
2.2 The LEA will monitor staff technological literacy	The District will monitor staff technology literacy through professional development feedback and record review including CEU records, formal and informal observations by school administrators, and observed performance in technology-related training activities. ▪ The Protraxx online professional development	▪ The Professional Development Committee and Administrative Council reviews feedback and results from staff surveys, assessments, and technology professional development activities to monitor staff technology literacy. by CEU records, formal and informal observations by school administrators, and	▪ 2009-2012: Staff professional development feedback and tracking through Protraxx.

	database will be used to collect professional development attendees and feedback.	observed performance in technology-related training activities	
2.3 The LEA will provide specific research-based professional development opportunities to all staff.	▪ Staff will participate in in-house and out-of-District professional development activities in technology delivered by recognized technology experts such as EASTCONN technology specialists and UCONN faculty.	▪ Administrators will evaluate the effectiveness of potential professional development activities. ▪ The District's technology coordinators will identify effective professional development activities.	▪ 2009-2012: Staff will successfully complete professional development activities.
2.4 The LEA will provide specific professional development opportunities to all staff that demonstrates the research connecting student achievement and the use of technology.	▪ Staff will participate in in-house and out-of-District professional development activities in creating lesson plans that use technology to support student achievement delivered by recognized technology experts such as EASTCONN technology specialists and UCONN faculty.	▪ Administrators will evaluate the effectiveness of potential professional development activities. ▪ The District's technology coordinators will identify effective professional development activities.	▪ 2009-2012: Staff will successfully complete professional development activities.

Goal 3: Ensure that K-12 educational institutions have the capacity, infrastructure, staffing and equipment to meet academic and business needs for effective and efficient operations.

Your plan must:
- o *describe how the LEA will ensure that all facilities meet minimum standards of technology infrastructure and provide connectivity to the Connecticut Education Network (CEN);*
- o *describe how the LEA will ensure continued maintenance and support of existing infrastructure and end user technology; and*
- o *describe the specific provisions the LEA intends to make for the interoperability of the technologies. (Interoperability is the capability of the technology to be acquired to function compatibly with technologies that exist or will be acquired in the near future at the local and state level.)*

Objective	Strategy	Accountability Measure	Timeline
3.1 The LEA will ensure that all facilities meet minimum standards of technology infrastructure and provide connectivity to the Connecticut Education Network (CEN);	▪ The District will continue to maintain maximum connectivity speed to the Connecticut Education Network at all District schools via our local fiber optic network. ▪ The District will adhere to the specific facility and technology design guidelines and standards outlined in our local Master Technology Plan. ▪ The District will continue to exceed the State's recommended requirement of 10 Mbps throughput to all desktops.	▪ The District Technology Committee reports annually to the Administrative Council and Board of Education about the current state of infrastructure.	▪ 2009-2012: Annual reports.
3.2 The LEA will ensure continued maintenance and support of existing infrastructure and end user technology	▪ The District will continue to budget for an appropriate level of funding to maintain and support our technology as outlined in the Resource Allocation Timeline, which projects technology expenses for a five-year outlook. The Resource Allocation Timeline is part of our local Master Technology Plan. ▪ The District will continue to maintain strong relationships with outside experts including our major vendor (GreenPages) and	▪ The District Technology Committee will report annually to the Board of Education as part of the budgeting process.	▪ 2009-2012: Annual reports.

	the Town of Mansfield Information Technology Department.		
3.3　　The LEA will make provisions for interoperability of technologies at the local, state and federal level.	▪ The District Technology Committee, as a member of the larger Town of Mansfield Wide Area Network Committee, will establish standards for purchase of hardware and software that meets industry-wide compatibility requirements and interoperability including explanations for audiences with little technology background. ▪ The District has standardized on the Microsoft Office suite of software for administrative applications. ▪ The District has complied with State DOIT requirements and recommendations ensuring the ability to communicate and/or exchange data via the Connecticut Education Network, the World Wide Web, and other communications mediums. 　(Inter-**operability** defined: The ability of systems, units, or forces to provide services to and accept services from other systems, units or forces and to use the services exchanged to enable them to operate effectively together. The condition achieved among communications-electronics systems or items of communications-electronics equipment when information or services can be exchanged directly and	▪ The District Technology Committee reports annually to the Administrative Council and Board of Education about the current state of infrastructure.	▪ 2009-2012: Annual reports.

	satisfactorily between them and/or their users. The degree of interoperability should be defined when referring to specific cases.)		

Goal 4: Ensure that K-12 resources are available for all students, regardless of race, ethnicity, income, geographical location or disability, so they can become technologically literate by the end of eighth grade and achieve their academic potential.

Your plan must:

- o *describe how the LEA will ensure that students with special needs will have those needs addressed through technology;*
- o *describe how the LEA will encourage innovative practices to support equity and reduce performance gaps based on race, national origin, sex and physical or mental disability;*
- o *describe how the LEA will ensure that all students will become technologically literate by the end of eighth grade and how the LEA will ensure that all students maintain or increase their technology literacy and improve their academic achievement; and*
- o *describe how the LEA will ensure equal access to all students, teachers, staff and administrators.*

Objective	Strategy	Accountability Measure	Timeline
4.1 The LEA will ensure that students with special needs will have those needs addressed through technology.	▪ Through the District IEP process, plans to support appropriate technology for special needs students will be developed. Successful practices under these plans have included but are not limited to:, formation of building level teams to monitor the progress of the IEP, consultation with regional and statewide experts in adaptive technology, purchase of adaptive equipment such as alternate input devices, touch screens, and communications boards, providing training to staff to gain expertise with specialized software. ▪ The District Technology Committee will include membership of the Director of Special Education and at least one classroom Special Education teacher to ensure the needs of	▪ The Special Education Director who has cross membership on the Administrative Council, District Technology Committee, and building level Pupil Planning Teams will report annually to the Board about how the needs of special needs students are being addressed by technology as part of the budget process.	▪ 2009-2012: Annual reports.

	special education students are represented in long range district technology planning.		
4.2 The LEA will encourage innovative practices to support equity and reduce performance gaps based on race, national origin, sex and physical or mental disability.	▪ Through the annual budget process the District the district will continue to support equitable distribution of resources between grade levels and buildings. ▪ The District will continue to support an active ESL program for incoming students. ▪ The District will continue to support implementation of innovative remedial programs such as Reading Academies, Writing Academies, and SWEIT Reading Recovery to decrease performance gaps. ▪ The district will continue to support implementation of innovative software programs such as Read Naturally, RM Math, Reading A-Z, Talking Books, and Premier Assistive Technology to decrease performance gaps.	▪ The Administrative Council and District Technology Committee will report to the Board through the budget process addressing equity. ▪ The Superintendent will report to the Board periodically on the ESL program. ▪ The Superintendent will report to the Board periodically on remedial programs. ▪ The Superintendent will report to the Board periodically on innovative software projects designed to reduce performance gaps.	▪ 2009-2012: Annual reports.
4.3 The LEA will ensure that all students will become technologically literate by the end of eighth grade and how the LEA will ensure that all students maintain or increase their technology literacy and improve their academic achievement	▪ District staff will continue to develop and implement curriculum that is integrated into content areas and supports the Student Technology Goals and Objectives articulated in the master District Technology Plan. These Goals and Objectives are aligned to state and national standards and keyed to Grade Level Benchmarks of Grade	▪ Building staff and administrators will monitor progress toward student goals by individual teacher conferences, grade level team meetings, and lesson observations. ▪ Staff members involved in the Student Technology Assessment development will report back to Building Administrators and the District Technology	▪ 2009-2012: Ongoing Administrative and Staff monitoring. ▪ 2009-2012 Revisions of

	2, 4, 6 & 8. ▪ The District will continue development of student technology assessments keyed to Grade 8.	Committee about progress in developing technology literacy assessments.	existing student technology assessment.
4.4 The LEA will ensure equal access to all students, teachers, staff and administrators.	▪ The District will continue to support adherence to the design guidelines for network resources, instructional spaces and administrative spaces as specified in the master District Technology Plan.	▪ The Administrative Council and District Technology Committee will report to the Board through the budget process addressing equal access to technology.	▪ 2009-2012: Annual reports.
4.5 The LEA will ensure that minors are educated about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyber bullying awareness and response.	▪ The District will educate minors about appropriate online behavior, including ethical behavior when using technology and interacting with other individuals on social networking websites and in chat rooms and cyber bullying awareness and response.	▪ Building staff and administrators will monitor student progress toward this goal.	▪ 2009-2012: District Tech Meeting Updates

Goal 5: Develop a continuous process of evaluation and accountability for the use of educational technology as a teaching and learning tool, a measurement and analysis tool for student achievement, and a fiscal management tool.

Your plan must:

- o *describe how the LEA will evaluate and make changes to this plan on a yearly basis;*
- o *describe how the LEA will provide access for students to take on-line tests, when available;*
- o *describe how the LEA will provide professional development to enable teachers and administrators to use data from the CMTs, CAPT and district- or classroom-based formative and summative assessments to improve instruction;*
- o *describe how the LEA will create, maintain or improve electronic resources to ensure administrative needs are addressed and solutions developed; and*
- o *describe how the LEA will implement technology initiatives to improve student achievement.*

Objective	**Strategy**	**Accountability Measure**	**Timeline**
5.1 The LEA will evaluate and make changes to this plan on a yearly basis.	▪ The District Technology Committee through its monthly meetings will monitor and recommend changes to the plan on an annual basis.	▪ The District Technology Committee reports periodically to the Board with recommendations for changes in the plan.	▪ 2009-2012: Periodic reports.
5.2 The LEA will provide access for students to take on-line tests, when available, that facilitate their involvement and the compilation of results.	▪ The District will continue to support its existing high speed network connections to the Internet through CEN, computers in classrooms, and computer labs in each building to facilitate involvement with on-line tests when available.	▪ The District Technology Committee reports periodically to the Administrative Council and Board of Education about the current state of infrastructure.	▪ 2009-2012: Periodic reports.
5.3 The LEA will provide professional support to enable teachers and administrators to use data from the CMTs, CAPT, and district- or classroom-based formative and summative assessments to improve instruction.	▪ The District will provide staff professional support in the use of technology to enable staff to use student assessment data in electronic formats to improve instruction.	▪ The District Technology Committee will periodically update the District Professional Development Committee.	▪ 2009-2012: Periodic reports.
5.4 The LEA will create, maintain or improve electronic resources to ensure administrative needs are addressed and solutions developed.	▪ The District will continue to work with outside programmers to revise existing K-8 student data bases that incorporate student test scores and address other administrative needs. ▪ The Administrative Council will provide	▪ The Administrative Council will report to the Board periodically on efforts to provide solutions for administrative needs.	▪ 2009-2012: Periodic reports.

	input to the Town IT staff for revisions to existing financial, personnel, and IEP software. ▪ The District will continue to use web-based databases including Aleks, RFBA, and reporting data from Study Island. .		
5.5 The LEA will implement technology initiatives to improve student achievement.	▪ The district will continue to seek out and support implementation of innovative technology initiatives such as but not limited to: United Streaming, SMART Board and Projector Technologies, HRM Math, Reading A-Z, Talking Books, Study Island, Spelling City, and Premier Assistive Technology to improve student achievement.	▪ The District Technology Committee reports to all staff through meeting minutes and annually to the Board on current status of technology initiatives.	▪ 2009-2012: Annual reports.

Goal 6: Develop a schema of current and future financing requirements to support the LEA's Technology Plan.

Your plan must:

- o *describe how the LEA will meet current and future funding requirements to support plan implementation;*
- o *describe how the LEA will develop policies and procedures related to maintenance of hardware, software, infrastructure and security; and*
- o *describe how the LEA will meet current and future funding requirements to keep the technology updated.*

Objective	Strategy	Accountability Measure	Timeline
6.1 The LEA will meet current and future funding requirements to support plan implementation.	▪ District technology staff will work closely with administrators, the Board of Education, and the Town of Mansfield to support funding requirements for the implementation of the technology plan. The funding expectations will take into account both past funding levels and expected needs to support educational technology in our District. A detailed list of funding sources and amounts is found in our local Master Technology Plan and this document's Technology Funding Sources and Costs. Funding sources will include the Board of Education operating budget, state and federal grants, and donations and grants from private organizations.	▪ District technology staff will present a technology budget each year to administrators. The Board of Education will review this budget annually. ▪ The District's local Master Technology Plan will project for a five-year period required funding levels and designate sources for these funds.	▪ 2009-2012: Annual reports.
6.2 The LEA will develop policies and procedures related to maintenance of hardware, software, infrastructure and security.	▪ The District's local Master Technology Plan will continue to detail specifications for appropriate technology infrastructure and equipment. ▪ The Board of Education's Master Policy Book will continue to specify policies for the appropriate acquisition and disposal of equipment. ▪ The District will continue to collaborate with the larger Mansfield Wide Area Network committee to support appropriate policies and procedures for infrastructure and security.	▪ The District's Technology Steering Committee will review the District's local Master Technology Plan. ▪ The District's local Master Technology Plan will be approved by the Board of Education. ▪ The Board of Education's Master Policy Book will be kept current. ▪ The Mansfield Wide Area Network Committee will review infrastructure and security.	▪ 2009: Review local Master Technology Plan. ▪ 2009: Board of Education adoption of revised plan. ▪ 2009-2012: Master Policy Book kept current. ▪ 2009-2012: Periodic WAN Committee meetings.

6.3 The LEA will meet current and future funding requirements to keep the technology updated.	▪ District technology staff will work closely with administrators, the Board of Education, and the Town of Mansfield to support funding requirements to keep the technology updated. The District plans for a 20% per year (five-year) replacement cycle for computers. The funding expectations will take into account both past funding levels and expected needs to support educational technology in our District. A detailed list of funding sources and amounts is found in our local Master Technology Plan and this document's Technology Funding Sources and Costs. Funding sources will include the Board of Education operating budget, state and federal grants, and donations and grants from private organizations.	▪ District technology staff will present a technology budget each year to administrators. The Board of Education will review this budget annually. ▪ The District's local Master Technology Plan will project for a five-year period required funding levels and designate sources for these funds.	▪ 2009-2012: Annual reports.

Goal 7: Develop a telecommunications services plan that will support both instructional needs and administrative requirements.

If your entity does not receive any NCLB related funding (Title 1-5) and is only applying for E-Rate reimbursement, then you must inlcude items B-F. Public schools and those entities that do receive NCLB related funding only need to include items A-C.

To qualify for participation in the E-Rate Program the plan must include:
   A. *an assessment of the telecommunications services that will be needed to improve education;*
   B. *clear goals and a realistic strategy for using telecommunications and information technology to improve education;*
   C. *a sufficient budget to acquire and support the non-discounted elements of the plan (e.g. the hardware, software, professional development and other services that will be needed to implement the strategy);*
   D. *an evaluation process that enables the school to monitor progress toward the specific goals (of the eligible entity) and make mid-course corrections in response to new developments and opportunities as they arise;*
   E. *a professional development strategy to ensure that staff know how to use these new technologies to improve education; and*
   F. *an assessment of the telecommunications services, hardware, software and other services that will be needed to improve education.*

Additionally, in broad terms, using the table below, describe where you are now, where you want to be in three years and how you expect to arrive at that point.

Goal 7 Objectives That Must be Addressed to Qualify for E-Rate	Location in the Mansfield Technology Plan Where These Objectives Have Been Previously Addressed
7.1 The District has clear goals and a realistic strategy for using telecommunications and information technology to improve education or library services;	Goal 1 – Objectives 1.1, 1.2, 1.3, 1.4 (pages 15-16)
7.2 The District has a professional development strategy to ensure that staff know how to use these new technologies to improve education or library services;	Goal 2- Objectives 2.1, 2.2, 2.3,2.4 (page 17)
7.3 The District has a sufficient budget to acquire and support the non-discounted elements of the plan: the hardware, software, professional development and other services that will be needed to implement the strategy; and	Goal 6 – Objectives 6.1, 6.2, 6.3 (pages 24-25)
7.4 The District has an evaluation process that enables the school or library to monitor progress toward the specific goals (of the eligible entity) and make mid-course corrections in response to new developments and opportunities as they arise.	Goal 5 – Objective 5.1 pages (22-23)

Objectives/Activities/Strategies		Monitoring and Evaluation Procedure
2009-2010	• The District will continue to support high student achievement by developing curricula that integrates technology resources especially video conferencing technologies. • The District will continue to support professional development activities for staff that ensure all educators are proficient with	As specified under Goal 5 of the plan.

	technology especially the use of technology to analyze student data.	
	• The District will continue to support a replacement cycle for equipment that allows for the acquisition of new equipment with a goal of 20% replacement per year.	
	• The District will continue to support high-speed Internet connections to the CEN through the Town fiber optic network by improving firewall, proxy and switch technologies.	
	• The District will continue to support the development of administrative tools such as student data bases to foster data driven decision making such as CMT, Reading, and Physical Education test scores.	
	• The District will educate minors about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyber bullying awareness and response.	
2010-2011	• The District will expand the number of ceiling mounted data projectors in classrooms to all for whole-class viewing of large screen computer and audiovisual devices.	As specified under Goal 5 of the plan.
	• The District will continue to support high student achievement by developing curricula that integrates technology resources especially video conferencing technologies.	
	• The District will continue to support professional development activities for staff that ensure all educators are proficient with technology especially the use of technology to analyze student data.	
	• The District will continue to support a replacement cycle for equipment that allows for the acquisition of new equipment with a goal of 20% replacement per year.	
	• The District will continue to support high-speed Internet connections to the CEN through the Town fiber optic network by improving firewall, proxy and switch technologies.	
	• The District will continue to support the development of administrative tools such as student data bases to foster data driven decision making such as CMT, Reading, and Physical Education test scores.	
	• The District will educate minors about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyber bullying awareness and response.	
2011-2012	• The District will explore establishing a centralized multimedia storage server to	As specified under Goal 5 of the plan.

provide instructional multimedia resources to all school buildings using the fiber-optic Wide Area Network. • The District will continue to expand the number of classrooms with interactive whiteboard systems. • The District will continue to support high student achievement by developing curricula that integrates technology resources especially video conferencing technologies. • The District will continue to support professional development activities for staff that ensure all educators are proficient with technology especially the use of technology to analyze student data. • The District will continue to support a replacement cycle for equipment that allows for the acquisition of new equipment with a goal of 20% replacement per year. • The District will continue to support high-speed Internet connections to the CEN through the Town fiber optic network by improving firewall, proxy and switch technologies. • The District will continue to support the development of administrative tools such as student data bases to foster data driven decision making such as CMT, Reading, and Physical Education test scores. • The District will educate minors about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyber bullying awareness and response.	

Goal 8 : Additional LEA Goals (Optional)

There are no additional District goals.

Technology Funding Sources and Costs

ANNUAL BUDGET SUMMARY   YEAR   2009-10

NOTE: DUPLICATE THIS PAGE FOR EACH YEAR AS NEEDED

o List the professional development and technologies to be acquired during each year of the agency's plan.

o Note: At least 25% of the funds allocated to an LEA through the *Title II-D ED Tech Program*, must be allocated for professional development activities. *(Current estimates indicate that Title II D funding will be reduced by ~40% in 2006-07 year from the 2005-06 level.)*

o Estimate the cost of the professional development and technologies in the appropriate column(s) from which the agency intends to take the funds.

o Describe how your district/charter coordinates or aligns the other federal, state, local funds with district/charter consolidated plans and/or individual schools' School Improvement Plans.

Acquired Technologies and Professional Development	Ed Tech Competitive/ Title II-D	Ed Tech Formula/ Title II-D	State Bond Funds	Capital	E-Rate	NCLB/other than Title II-D	Other (Specify)
Computer equipment (capital and non-capital)	$0.00	$1535.00	$0.00	$0.00	$0.00	$0.00	$80,000 (Board of Education Operating Budget)
Data projectors	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$5,000 (Board of Education Operating Budget)
Infrastructure switches and wiring	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$30,000.00 (Board of Education Operating Budget)
WAN and Internet Connectivity	$0.00	$0.00	$0.00	$0.00	E-Rate Funds	$0.00	Connectivity Costs (Town of Mansfield Operating Budget)
Instructional Software	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$11,000.00 (Board of Education Operating Budget)
Faculty professional development	$1,000.00	$515.00	$0.00	$0.00	$0.00	$0.00	$0.00
TOTAL	$1,000.00	$2,050.00	$0.00	$0.00	E-Rate Funds	$0.00	$126,00.00 (plus connectivity)

Technology Funding Sources and Costs

ANNUAL BUDGET SUMMARY   YEAR   2010-11

NOTE: DUPLICATE THIS PAGE FOR EACH YEAR AS NEEDED

o   List the professional development and technologies to be acquired during each year of the agency's plan.

o   Note: At least 25% of the funds allocated to an LEA through the *Title II-D ED Tech Program*, must be allocated for professional development activities. *(Current estimates indicate that Title II D funding will be reduced by ~40% in 2006-07 year from the 2005-06 level.)*

o   Estimate the cost of the professional development and technologies in the appropriate column(s) from which the agency intends to take the funds.

o   Describe how your district/charter coordinates or aligns the other federal, state, local funds with district/charter consolidated plans and/or individual schools' School Improvement Plans.

Acquired Technologies and Professional Development	Ed Tech Competitive/ Title II-D	Ed Tech Formula/ Title II-D	State Bond Funds	Capital	E-Rate	NCLB/other than Title II-D	Other (Specify)
Computer equipment (capital and non-capital)	$0.00	$1535.00	$0.00	$0.00	$0.00	$0.00	$80,000 (Board of Education Operating Budget)
Data projectors	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$5,000 (Board of Education Operating Budget)
Infrastructure switches and wiring	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$30,000.00 (Board of Education Operating Budget)
WAN and Internet Connectivity	$0.00	$0.00	$0.00	$0.00	E-Rate Funds	$0.00	Connectivity Costs (Town of Mansfield Operating Budget)
Instructional Software	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$11,000.00 (Board of Education Operating Budget)
Faculty professional development	$1,000.00	$515.00	$0.00	$0.00	$0.00	$0.00	$0.00
TOTAL	$1,000.00	$2,050.00	$0.00	$0.00	E-Rate Funds	$0.00	$126,00.00 (plus connectivity)

Technology Funding Sources and Costs

ANNUAL BUDGET SUMMARY   YEAR __2011-12__

NOTE: DUPLICATE THIS PAGE FOR EACH YEAR AS NEEDED

o   List the professional development and technologies to be acquired during each year of the agency's plan.

o   Note: At least 25% of the funds allocated to an LEA through the *Title II-D ED Tech Program*, must be allocated for professional development activities. *(Current estimates indicate that Title II D funding will be reduced by ~40% in 2006-07 year from the 2005-06 level.)*

o   Estimate the cost of the professional development and technologies in the appropriate column(s) from which the agency intends to take the funds.

o   Describe how your district/charter coordinates or aligns the other federal, state, local funds with district/charter consolidated plans and/or individual schools' School Improvement Plans.

Acquired Technologies and Professional Development	Ed Tech Competitive/ Title II-D	Ed Tech Formula/ Title II-D	State Bond Funds	Capital	E-Rate	NCLB/other than Title II-D	Other (Specify)
Computer equipment (capital and non-capital)	$0.00	$1535.00	$0.00	$0.00	$0.00	$0.00	$80,000 (Board of Education Operating Budget)
Data projectors	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$5,000 (Board of Education Operating Budget)
Infrastructure switches and wiring	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$30,000.00 (Board of Education Operating Budget)
WAN and Internet Connectivity	$0.00	$0.00	$0.00	$0.00	E-Rate Funds	$0.00	Connectivity Costs (Town of Mansfield Operating Budget)
Instructional Software	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$11,000.00 (Board of Education Operating Budget)
Faculty professional development	$1,000.00	$515.00	$0.00	$0.00	$0.00	$0.00	$0.00
TOTAL	$1,000.00	$2,050.00	$0.00	$0.00	E-Rate Funds	$0.00	$126,00.00 (plus connectivity)

CHILDREN'S INTERNET PROTECTION ACT (CIPA) CERTIFICATION

Schools and libraries that plan on receiving E-Rate discounts on Internet access and/or internal connection services after July 1, 2002, must be in compliance with the CIPA. CIPA compliance means that schools and libraries are filtering their Internet services and have implemented formal Internet safety policies (also frequently known as Acceptable Use Policies). Information on the CIPA requirements is located at http://E-Ratecentral.com/CIPA/cipa_policy_primer.pdf.

I, _____ Superintendent Frederick Baruzzi, certify that one of the following conditions (as indicated below) exists in

_____ The Mansfield Public Schools _____
LEA

X	My district/agency is E-Rate compliant; or
	My district/agency is not E-Rate compliant. (Check one additional box below):

	Every "applicable school*" has complied with the CIPA requirements in subpart 4 of Part D of Title II of the ESEA**.
	Not all "applicable schools*" have yet complied with the requirements in subpart 4 of Part D of Title II of the ESEA**. However, the LEA has received a one-year waiver from the U.S. Secretary of Education under section 2441(b)(2)(C) of the ESEA for those applicable schools not yet in compliance.
	The CIPA requirements in the ESEA do not apply because no funds made available under the program are being used to purchase computers to access the Internet, or to pay for direct costs associated with accessing the Internet, for elementary and secondary schools that do not receive E-Rate services under the Communications Act of 1934, as amended.

*An applicable school is an elementary or secondary school that does *not* receive E-Rate discounts and for which Ed Tech funds are used to purchase computers used to access the Internet, or to pay the direct costs associated with accessing the Internet.

** Codified at 20 U.S.C. § 6777. See also, http://www.ed.gov/legislation/ESEA02/pg37.html

_____   _____
Signature of Superintendent/Director   Date

APPENDIX A: Educational Technology Planning Toolkit

It is recommended that the following companion documents be utilized when developing local educational technology plans.

Educational Technology Planning	Site
CSDE Position Statement on Educational Technology	http://www.state.ct.us/sde/board/ed_technology.pdf
National Educational Technology Plan	http://www.nationaledtechplan.org/default.asp
CT Educational Technology BLOG	http://cteducationaltechnology.blogspot.com/
CT Administrator Technology Standards	http://www.state.ct.us/sde/dtl/technology/CATSv2.pdf
CT Teacher Technology Competencies	http://www.state.ct.us/sde/dtl/technology/CTTCt.pdf
National Educational Technology Standards for Students	http://www.iste.org/Content/NavigationMenu/NETS/ForStudents/2007Standards/NETS_for_Students_2007.htm
CT Education Network (CEN)	http://www.ct.gov/cen/site/default.asp
CT Commission for Educational Technology (CET)	http://www.ct.gov/ctedtech/site/default.asp?cenPNavCtr=|#30930
SETDA Toolkits	http://www.setda.org/web/guest/toolkits
CAPSS Position Statements on E-Learning and Educational Technology	http://www.capss.org/statements
Partnership for 21st. Century Skills	http://www.21stcenturyskills.org/
A Guide For Assessing Technology *(published in 2002 but still relevant)*	http://nces.ed.gov/pubs2003/2003313.pdf
ICT Literacy Skill maps	http://www.21stcenturyskills.org/index.php?option=com_content&task=view&id=31&Itemid=33
Interactive School Technology and Readiness Assessment	http://www.iste.org/inhouse/starchart/index.cfm?Section=STaRChart&CFID=1752780&CFTOKEN=91033516
ISTE's Center for Applied Research in Educational Technology	http://caret.iste.org/

APPENDIX B: Technology Plan Review Guide

Technology Plan Review Guide

Reviewer _____ LEA _____

	Complete? *(Y/N)*	*additional information required/comments*
LEA Profile		
Technology Committee		
Needs Assessment		
Goal 1		
Goal 2		
Goal 3		
Goal 4		
Goal 5		
Goal 6		
Goal 7		
Goal 8		
Technology Funding Sources		

I _____verify that _____ has successfully completed all of the requirements as stated in the

    Signature of Reviewer   Name of LEA

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As a result of your district's 2006-09 technology plan, please describe, in no more than three pages, one or two initiatives that have added significant value to curriculum and/or instruction. If you are willing to share additional details of these initiatives with other districts (which may be made available on the web), please include the appropriate contact information.

** OPTIONAL **